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ABSTRACT

One hundred eighty-two schools (94 percent) responded to the survey of organized school-community groups. The survey instrument consisted of five questions in relation to four specified school groups (Neighborhood School Council, Parent-Teacher Association, Home and School Association, and Local School Board) although other groups could be added. The questions concerned group establishment, membership, election procedures, operation, and advice given to the local school administrator. Responses are shown in the form of tables and graphs by school level. Most schools indicated that the groups had improved the educational program, and done this, for the most part, through financial support and volunteer services. The majority of the responses showed that the groups provided an opportunity for involvement of the local school community in decision-making and improved communication between school and community. The main reasons given for not providing an opportunity for involvement and/or improving communication were the lack of interest and participation and the inactivity of the groups. (Author/MLF)

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ASSESSMENT OF THE NEIGHBORHOOD SCHOOL COUNCILS AND OTHER ORGANIZED SCHOOL/COMMUNITY GROUPS SEPTEMBER 1979 THROUGH APRIL 1980

VINCENT E. REED
SUPERINTENDENT OF SCHOOLS
JUNE 1980

EA 012 945

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DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Assessment of the Neighborhood School Councils and Other Organized School/Community Groups September 1979 Through April 1980

Prepared by
Division of Research and Evaluation
June 1980

AUG 2 5 1980

District of Columbia Public Schools

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I. INTRODUCTION

The Division of Research and Evaluation was requested by the Office of the Superintendent to provide information on the Neighborhood School Councils (NSCs) and/or other school/community groups. The Division prepared the instrumentation to collect the data for the assessment of Neighborhood School Councils established in the District of Columbia Public Schools and to secure evaluative information on organized school/community groups including NSCs. Two separate instruments were developed to secure the necessary data. The survey instrument prepared for the assessment of the Neighborhood School Councils is directly related to the Rules of the D.C. Board of Education, Section 705. The second instrument is an evaluative questionnaire for all organized school/community groups. The information sought was for the school year period September 1979 through April 1980.

Procedures followed were:

1. The instruments were distributed by the Office for School Operations to each local school.

2. Instruments were to be completed by the school principal and the chairperson of the NSC or other organized school/community group representative.

3. The completed instruments were submitted to the Office for School Operations and then forwarded to the Division of Research and Evaluation.

4. The Division of Research and Evaluation then compiled and analyzed the data and prepared the report.

5. The report will be disseminated to the school administration, the Board of Education, and any other interested individuals and groups.

II. RESULTS OF THE NEIGHBORHOOD SCHOOL COUNCIL IMPLEMENTATION ASSESSMENT

The survey instrument used for the assessment of the Neighborhood School Councils was distributed to 126 regular elementary schools, 44 regular secondary schools, 10 Special Education Schools, 8 Career Development Centers, and 5 major Adult Education Schools. This is a total of 193 public schools. Of these, one hundred eighty-two (94%) responded. This response included all elementary schools in Regions I, III, and VI, all secondary schools in Regions I, III, and V, all Career Development Centers, and the five major Adult Education Schools. One instrument per school was completed by the principal (in the majority of the cases), assistant principal, officer in charge of the building, or as in the case of four instruments, by an officer of the NSC. A copy of the instrument is in Appendix A.

A. Establishment of Neighborhood School Councils.

Table 1 gives a breakdown by region and type of school of the number of schools responding to the survey and the number of schools indicating that a NSC is established and the number indicating that a NSC has not been established. Of the 182 schools responding 161 reported having an established NSC and 21 schools reported not having an established NSC. Schools not having an established NSC included 14 elementary schools, 5 secondary schools, and 2 Special Education Schools. (See Figure 1)

Since the establishment of Neighborhood School Councils was mandated by the Board of Education, respondents who indicated that a NSC was not established in their school were asked to explain. Each respondent gave an explanation as to why a NSC was not established for the period September 1979 through April 1980. These explanations are listed on page 5, which follows Table 1 and Figure 1. 1/

1/ For each table, where appropriate, a figure (graphic display of the data in the table) follows to give an additional picturesque imagery of the data.

TABLE 1

THE ESTABLISHMENT OF A NEIGHBORHOOD SCHOOL COUNCIL BY SCHOOL GROUP AND BY REGION

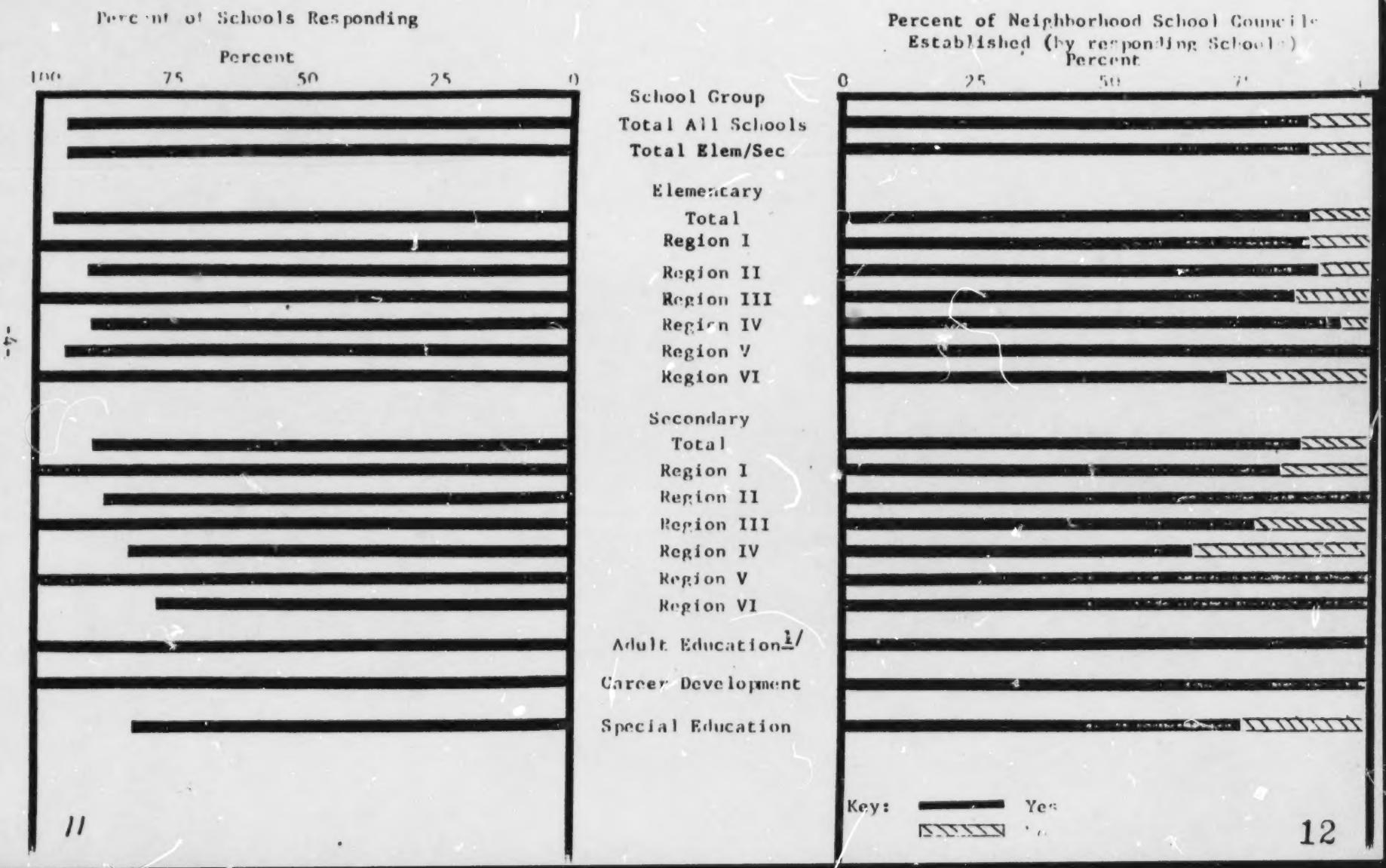
School Groups	Schools			Neighborhood School Council Established	
	Total No.	Responding #	Responding %	Yes	No
Elementary					
Region I	25	25	100%	22	3
Region II	24	22	91%	20	2
Region III	21	21	100%	18	3
Region IV	20	18	90%	17	1
Region V	18	17	94%	17	-
Region VI	18	18	100%	13	5
Total	126	121	96%	107	14
Secondary					
Region I	6	6	100%	5	1
Region II	6	5	83%	5	-
Region III	9	9	100%	7	2
Region IV	7	6	85%	4	2
Region V	7	7	100%	7	-
Region VI	9	7	77%	7	-
Total	44	40	90%	35	5
Total Elementary/Secondary	170	161	94%	142	19
Adult Education	5 1/	5	100%	5	-
Career Development	8	8	100%	8	-
Special Education	10	8	80%	6	2
Total - All Schools	193	182	94%	161	21

1/ The major centers only.

DRE 6/2/80

Figure 1

The Establishment of a Neighborhood School Council by School Group and by Region



The following explanations were given for not having a NSC: (The number in parenthesis indicates the number of times a particular explanation was cited.)

(14 Elementary Schools indicated the reasons stated below)

- The community feels that the PTA offers sufficient opportunity for parental and community participation and involvement in school matters, and that a second organization is not necessary. (4)
- We could not get participation. (4)
- Former chairperson did not convene a meeting or hold elections. (2)
- The Local Board was granted the right to serve in the capacity of a Neighborhood School Council. (2)
- Former NSC continues to function in conjunction with the Parent Advisory Committee.
- New school site, however, there is a SNAP Community School Advisory Council in operation.

(5 Secondary Schools indicated the reasons stated below)

- No interest exhibited by the community in spite of efforts made by school and Home and School Association.
- In separate meetings teachers and PTA voted not to participate on the Council.
- A city-wide school; most parents contacted are unable to meet because of employment hours or lack of interest.
- Student body is transitory and from all over the United States. There is a student/faculty/Capitol Hill Advisory Committee.
- No explanation given for not having a NSC.

(2 Special Education Schools indicated the reasons stated below)

- Attempts have been made to elicit the support of parents and/or guardians in the past.
- This school was not operational at the time the NSC was to be established.

B. Membership in Neighborhood School Councils.

Tables 2 and 2a show the persons included in the membership of the NSCs for elementary and secondary schools respectively. Over ninety percent of the established Councils includes, as members, the principal or officer in charge of the school. Over eighty percent includes an elected representative of the school's instructional and support staff, a representative of the student body (secondary level only), six parents or guardians of students attending the school, and two members of the community who are not parents or guardians of students attending the school. According to the responses, Councils' membership on the elementary schools are less likely to include an elected representative of the instructional and support staff and two community persons who are not parents and guardians, than they are the other persons listed above. Councils' membership in the secondary schools are less likely to include an elected representative of the school staff and six parents or guardians, than they are the other persons listed above. Ninety-two percent of the secondary school responses indicated that the membership term in the NSC is one year. Eighty-eight percent of the elementary school responses indicated that the membership term is one year.

For the negative responses to the membership questions in Tables 2 and 2a explanations were solicited. Explanations for both school levels are listed together by question. Explanations cited by more than one school are indicated by the numbers in parentheses.

Question 1(a)- Does membership in the NSC include the school principal? (NO = 3)

- The principal is not an elected member, however, the principal attends the meetings to share information about school policies and operations.
- Elections were held before current school officer was assigned.
- The Community School Coordinator is included instead.

Question 1(b)- Does membership in the NSC include an elected representative of the school instructional and support staff? (NO = 27)

- The Washington Teachers Union advised against it. (12)
- There is a lack of interest; refusal on part of staff. (7)
- Individuals chose not to participate; did not attend meetings. (2)
- Since a staff member volunteered, an election was not held for that position.

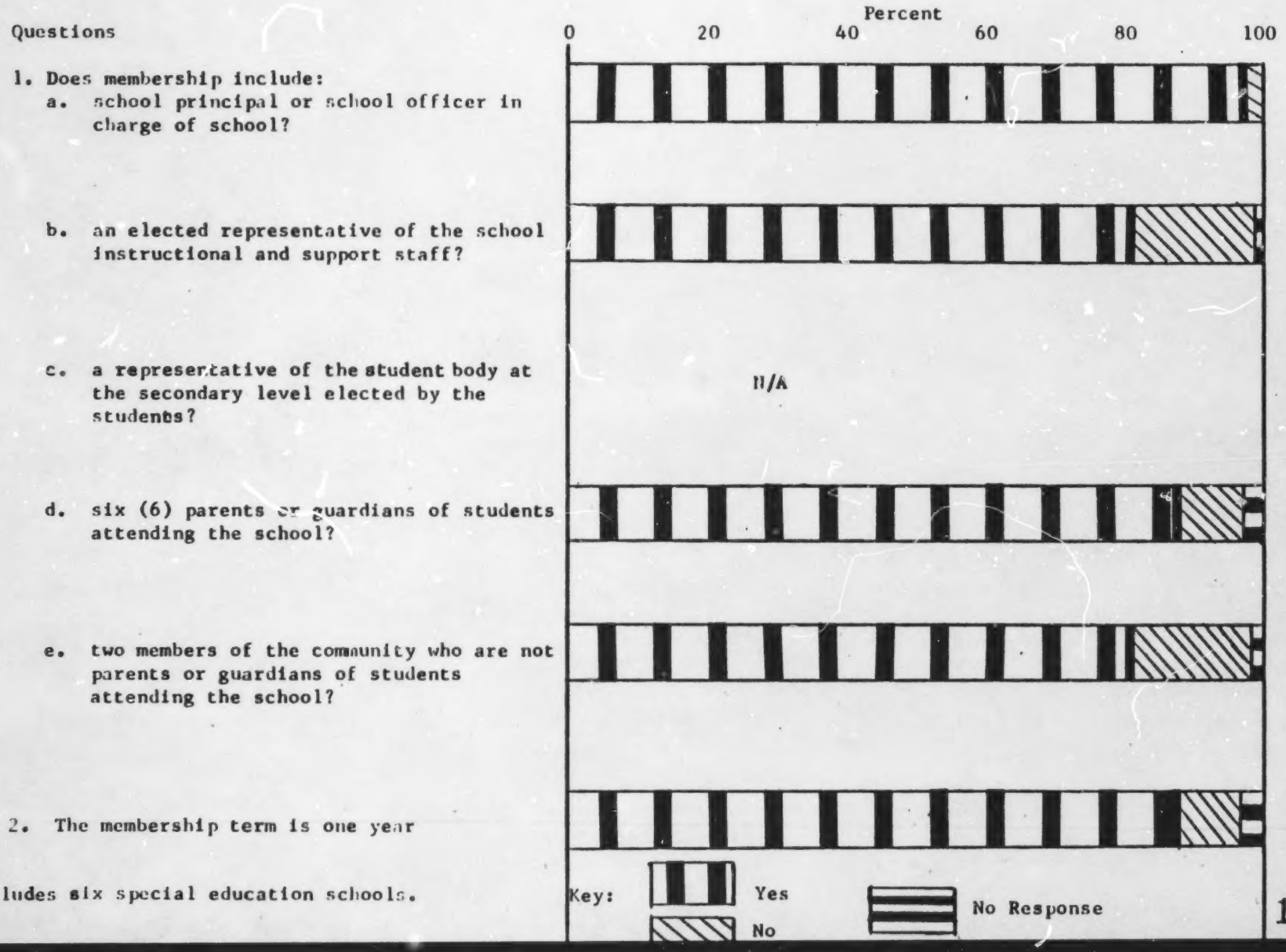
TABLE 2
MEMBERSHIP IN NEIGHBORHOOD SCHOOL COUNCILS FOR ELEMENTARY SCHOOLS REPORTING ESTABLISHMENT OF A NSC (N=113)[1/]

Questions	Yes		No		No Response	
	#	%	#	%	#	%
1. Does membership include--						
a. School principal or school officer in charge of school?	110	97%	3	3%	-	-
b. An elected representative of the school instructional and support staff?	92	81%	20	18%	1	1%
c. A representative of the student body at the secondary level elected by the students?	N/A					
d. Six (6) parents or guardians of students attending the school?	100	88%	10	9%	3	3%
e. Two members of the community who are not parents or guardians of students attending the school?	92	81%	19	17%	1	1%
2. Is the membership term one year?	100	88%	10	9%	3	3%

1/ Includes six Special Education Schools.

Figure 2

Membership in Neighborhood School Councils for Elementary Schools Reporting Establishment of a NSC (N=113)[1/]


Questions
Percent
0
20
40
60
80
100
1. Does membership include:
a. school principal or school officer in charge of school?
b. an elected representative of the school instructional and support staff?
c. a representative of the student body at the secondary level elected by the students?
N/A
d. six (6) parents or guardians of students attending the school?
e. two members of the community who are not parents or guardians of students attending the school?
2. The membership term is one year
Key:
Yes
No
No Response

1/ Includes six special education schools.

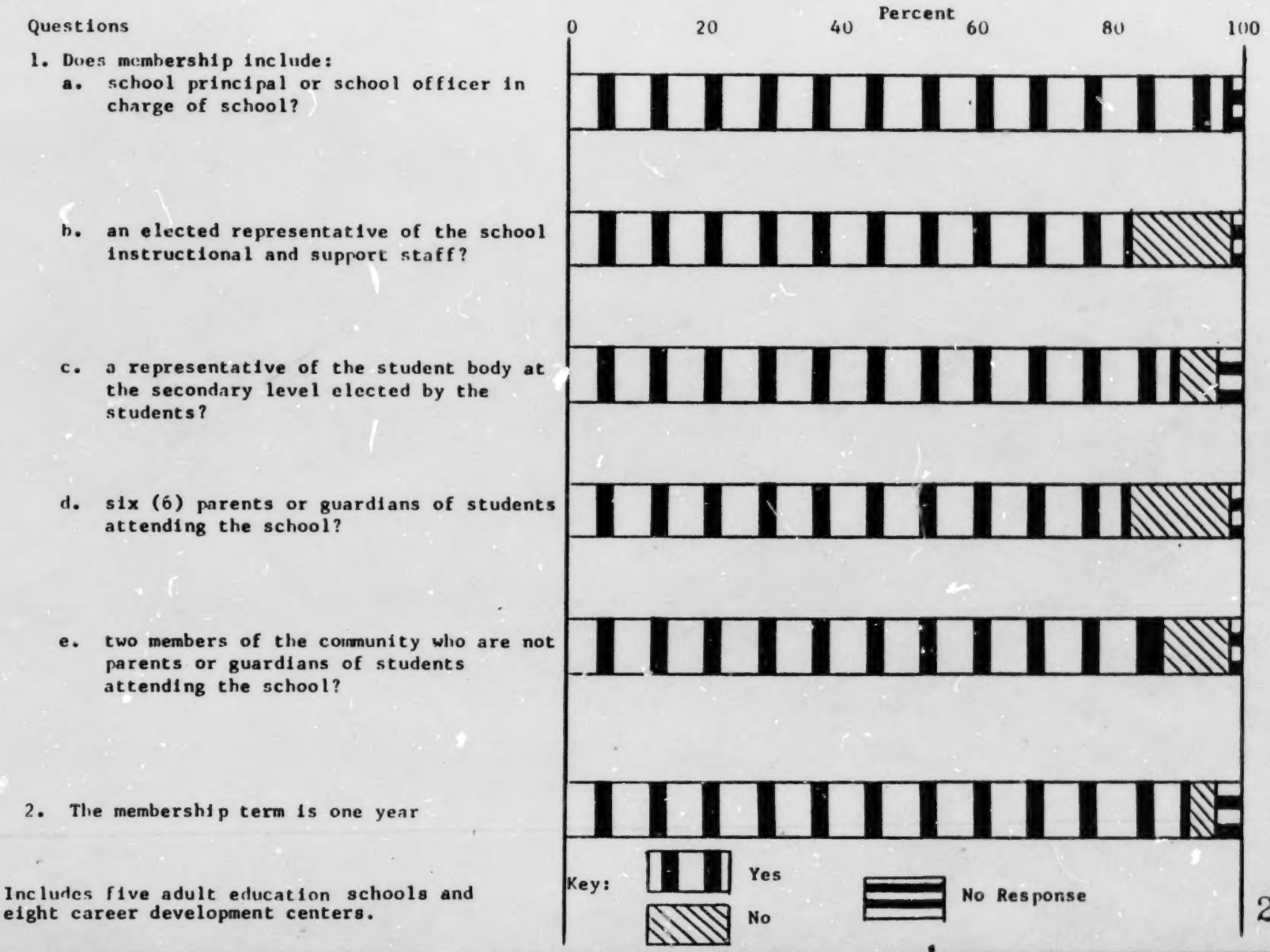
TABLE 2a
MEMBERSHIP IN NEIGHBORHOOD SCHOOL COUNCILS FOR SECONDARY SCHOOLS REPORTING ESTABLISHMENT OF A NSC (N=48)[1/]

Questions	Yes		No		No Response	
	#	%	#	%	#	%
1. Does membership include--						
a. School principal or school officer in charge of school?	47	98%	-	-	1	2%
b. An elected representative of the school instructional and support staff?	40	83%	7	15%	1	2%
c. A representative of the student body at the secondary level elected by the students?	43	90%	3	6%	2	4%
d. Six (6) parents or guardians of students attending the school?	40	83%	7	15%	1	2%
e. Two members of the community who are not parents or guardians of students attending the school?	42	88%	5	10%	1	2%
2. Is the membership term one year?	44	92%	2	4%	2	4%

1/ Includes five Adult Education Schools and eight Career Development Centers.

Figure 2a

Membership in Neighborhood School Councils for Secondary Schools
Reporting Establishment of a NSC (N=48)[1/]


Questions
Percent
0
20
40
60
80
100
1. Does membership include:
a. school principal or school officer in charge of school?
b. an elected representative of the school instructional and support staff?
c. a representative of the student body at the secondary level elected by the students?
d. six (6) parents or guardians of students attending the school?
e. two members of the community who are not parents or guardians of students attending the school?
2. The membership term is one year
Key:
Yes
No
No Response

1/ Includes five adult education schools and eight career development centers.

- Parents and teachers are against the Council and feel that the PTA serves as the advisory board.

- The elected staff member transferred prior to current school year.

- The SCAC voted not to participate.

- WTU members boycotted the total NSC process. Attempts made to hold elections according to guidelines were unsuccessful. It was decided to select and use volunteers as NSC members and officers.

- No explanation given for not having an elected representative.

Question 1(c)-Does membership include a representative of the student body at the secondary level elected by the students? (NO = 3)

- This should have been done in the Spring of 1979; new principal beginning in September 1979, will do this in the Spring of 1980.

- This organization met only once and has not perpetuated itself or elected new representatives.

- WTU members boycotted the total NSC process. Attempts made to hold elections according to guidelines were unsuccessful. It was decided to select and use volunteers as NSC members and officers.

Question 1(d)-Does membership include six parents and guardians of students attending the school? (NO = 17)

- We have only five parents. (3)

- Unable to find six parents or guardians who could serve on a regular basis. (3)

- This is an adult education program, thus, students serve. (2)

- We have only four parents. (2)

- There is a lack of participants willing to serve. (2)

- No explanation given. (2)

- The PTA officers hold the NSC offices also.

- Three parents were chosen by the parents.

- Five of the six parents moved out of the school attendance area.

Question 1(e)-Does membership include two members of the community who are not parents or guardians of students attending the school? (NO = 24)

- Only one community member was available. (7)
- There is a lack of interest; no volunteers. (6)
- No explanation given. (3)
- One member resigned. (2)
- Those elected were unable to serve this year.
- All of our students are adults.
- There were procedural hindrances.
- The PTA officers hold the NSC offices also.
- None were elected this year.
- One member moved away.

Question 2 - Is the membership term one year? (NO = 12)

- We were unable to get persons willing to serve, thus, members who served the previous year agreed to serve another term. (6)
- No elections were held this year. (4)
- We had problems with transfers, some members served longer than a year, others less.
- No explanation given.

C. Election Procedures.

Tables 3 and 3a, respectively, show the elementary and secondary schools' responses to election procedures of the NSC. Less than sixty percent of the responses indicated that a school staff representative, a student body representative, (secondary only), parents and guardians, and community members were elected at the beginning of the second semester of the school year. Approximately three-fourths of the schools indicated that parents, guardians, and community members were elected by parents and guardians of students attending the school, at a public meeting held for that purpose. Ninety percent of the elementary school responses indicated that a chairperson was elected from among the NSC members, while eighty-eight percent of the responses indicated that a secretary was elected from the membership. Eighty-five and seventy-three percent of the secondary responses indicated that a chairperson and a secretary, respectively, were elected from the membership.

TABLE 3

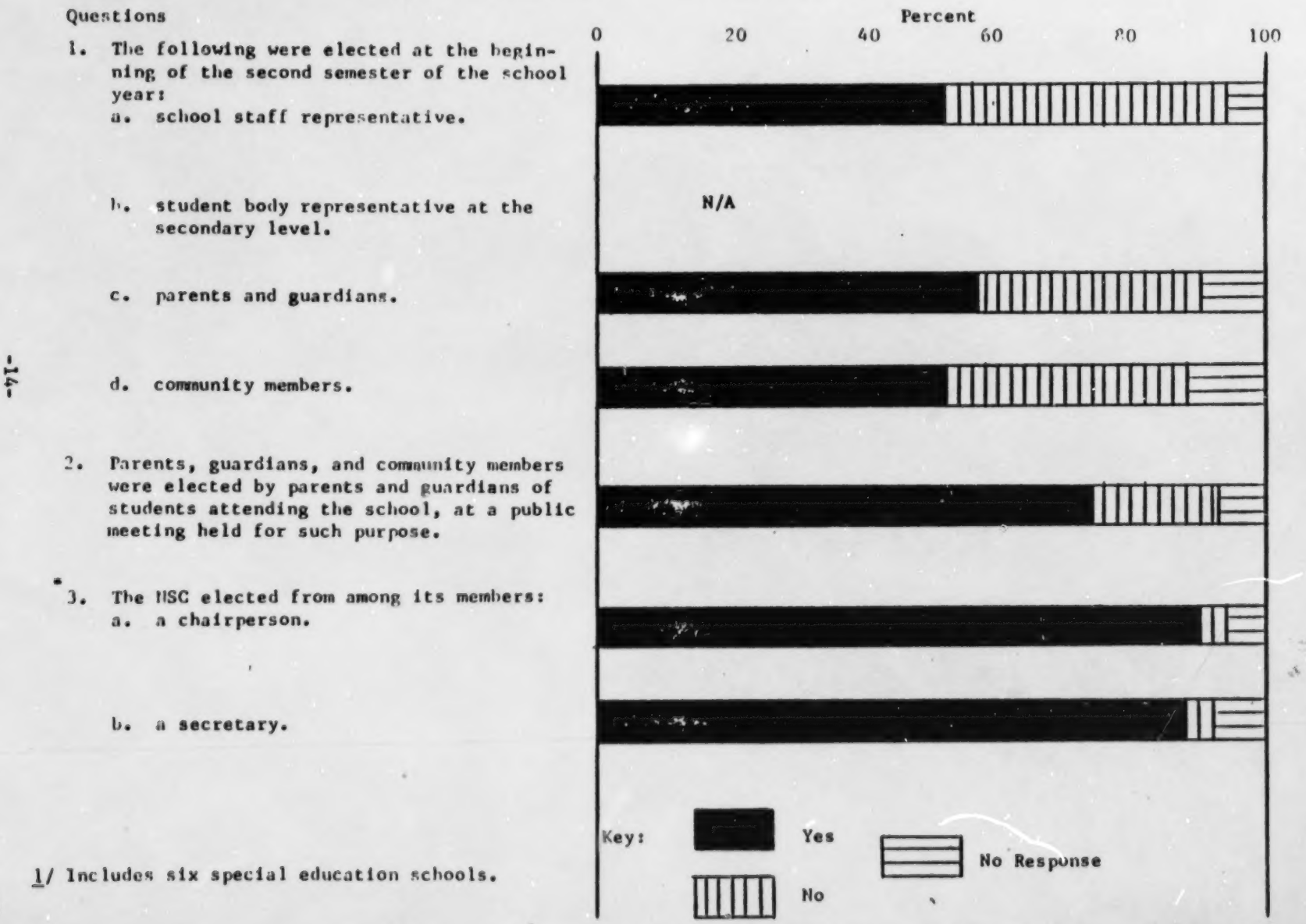
ELECTION PROCEDURES OF NEIGHBORHOOD SCHOOL COUNCILS FOR ELEMENTARY SCHOOLS REPORTING ESTABLISHMENT OF A NSC (N=113)[1/]

Questions	Yes		No		No Response	
	#	%	#	%	#	%
1. The following were elected at the beginning of the second semester of the school year:						
a. School staff representative	58	51%	48	42%	7	6%
b. Student body representative at the secondary level	N/A					
c. Parents and guardians	64	57%	38	34%	11	10%
d. Community members.	59	52%	41	36%	13	12%
2. Parents, guardians, and community members were elected by parents and guardians of students attending the school, at a public meeting held for such purpose.	84	74%	21	19%	8	7%
3. The NSC elected from among its members:						
a. A chairperson	102	90%	4	4%	7	6%
b. A secretary.	99	88%	5	4%	9	8%

1/ Includes six Special Education Schools.

Figure 3

Election Procedures of Neighborhood School Councils for Elementary Schools Reporting Establishment of a NSC (N=113)[1]


Questions
1. The following were elected at the beginning of the second semester of the school year:
a. school staff representative.
b. student body representative at the secondary level.
N/A
c. parents and guardians.
d. community members.
2. Parents, guardians, and community members were elected by parents and guardians of students attending the school, at a public meeting held for such purpose.
3. The NSC elected from among its members:
a. a chairperson.
b. a secretary.
Percent
0
20
40
60
80
100
Key:
Yes
No
No Response

1/ Includes six special education schools.

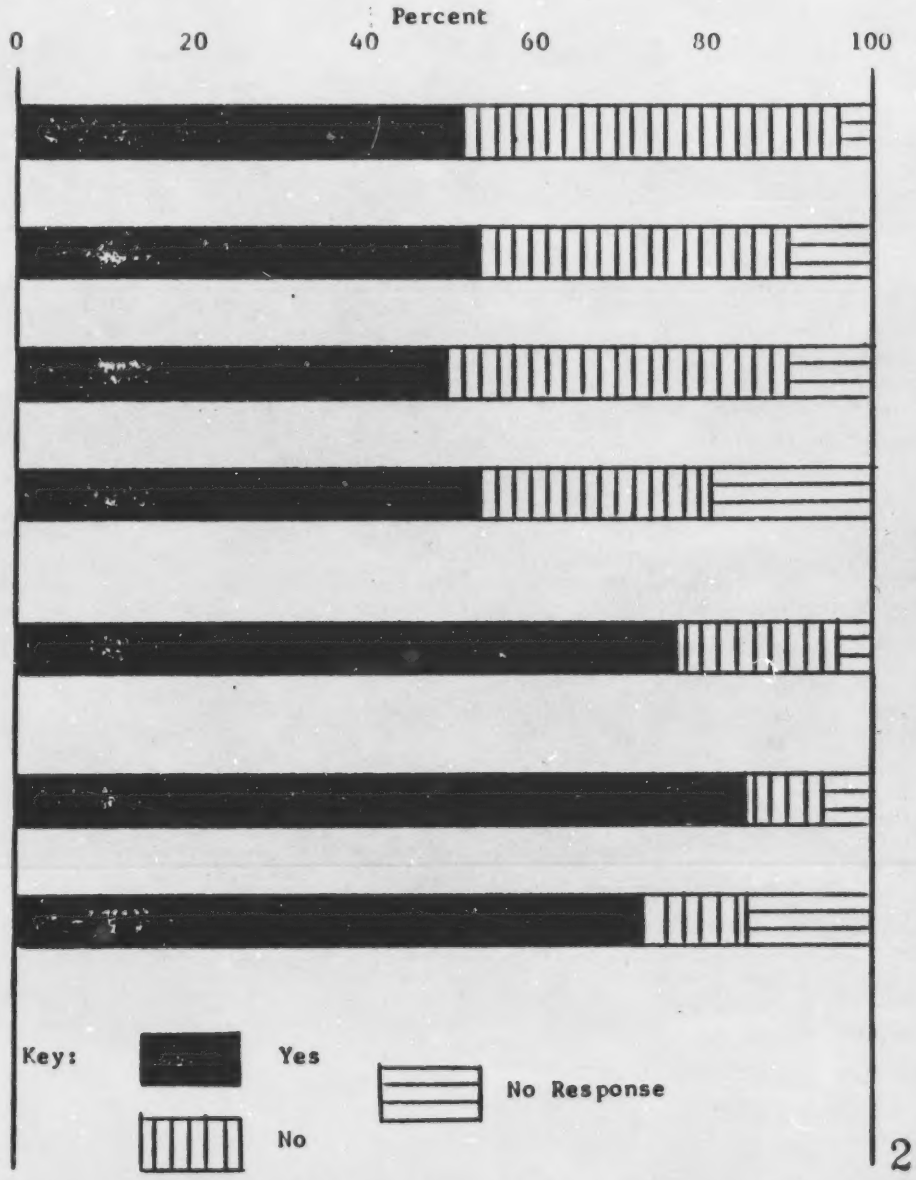
TABLE 3a
ELECTION PROCEDURES OF NEIGHBORHOOD SCHOOL COUNCILS FOR SECONDARY SCHOOLS REPORTING ESTABLISHMENT OF A NSC (N=48)[1/]

Questions	Yes		No		No Response	
	#	%	#	%	#	%
1. The following were elected at the beginning of the second semester of the school year:						
a. School staff representative	25	52%	21	44%	2	4%
b. Student body representative at the secondary level	26	54%	17	35%	5	10%
c. Parents and guardians	24	50%	19	40%	5	10%
d. Community members.	26	54%	13	27%	9	19%
2. Parents, guardians, and community members were elected by parents and guardians of students attending the school, at a public meeting held for such purpose.	37	77%	9	19%	2	4%
3. The NSC elected from among its members:						
a. A chairperson	41	85%	4	8%	3	6%
b. A secretary.	35	73%	6	13%	7	15%

1/ Includes five Adult Education Schools and eight Career Development Centers.

Figure 3a

Election Procedures of Neighborhood School Councils for Secondary Schools Reporting Establishment of a NSC (N=48)[1/]


Questions
1. The following were elected at the beginning of the second semester of the school year:
a. school staff representative.
b. student body representative at the secondary level.
c. parents and guardians.
d. community members
2. Parents, guardians, and community members were elected by parents and guardians of students attending the school, at a public meeting held for such purpose.
3. The NSC elected from among its members:
a. a chairperson.
b. a secretary.
Percent
0
20
40
60
80
100
Key:
Yes
No
No Response

1/ Includes five adult education schools and eight career development centers.

Negative responses to the questions 1(a), (b), (c), (d), and 2 relating to election procedures called for an explanation. The explanations indicated are given below:

Question 1(a)-Was a school staff representative elected at the beginning of the second semester of the school year? (NO = 69)

- They were elected at the beginning of the school year. (16)
- The WTU advised teachers not to become involved. (11)
- No explanation given. (7)
- Staff did not wish to participate. (6)
- Elections will be held in the spring. (5)
- Elected members agreed to serve a second year. (5)
- Staff members volunteered. (4)
- No nominations were received from staff. (3)
- Members serve the entire year. (3)
- Elections were held at the end of the school year. (3)
- No elections were held. (3)
- The staff member was selected by principal at the beginning of the school year.
- The staff member is a transition teacher.
- By consensus the election was postponed until later in the semester.

Question 1(b)-Was the student body representative at the <u>secondary level</u> elected at the beginning of the second semester of the school year? (NO = 17)

- No elections were held. (4)
- No explanation given. (3)
- Elections were held the first semester. (2)
- Members were elected for the entire year. (2)
- The representative was elected at the beginning of the school year. (2)
- This is usually done at the end of the second semester.

- The student representative was renamed from previous year.
- The elected Student Council president is the representative.
- The representative was selected by the principal at the beginning of the school year.

Question 1(c)-Were parents and guardians elected at the beginning of the second semester of the school year? (NO = 57)

- They were elected at the beginning of the school year. (14)
- No elections were held. (13)
- Elections are held at the end of the year. (7)
- No explanation given. (6)
- Elections are held later in second semester. (4)
- Lack of interest; participation. (3)
- Elected members agreed to serve a second term. (3)
- Members volunteered.
- Election is scheduled for spring.
- NSC functions concurrently with the PTA.
- Our student body is too small.
- They were selected by the principal.
- It was agreed that all members would serve for the entire school year.
- All of our students are adults and serve instead of parents.

Question 1(d)-Were community members elected at the beginning of the second semester of the school year? (NO = 54)

- Elections are held at the beginning of the school year. (15)
- No elections were held. (11)
- Elections are held at the end of the school year. (7)
- No explanation. (7)
- There is a lack of interest; participation. (4)
- Elections are held later in the second semester. (3)

- Elected representatives agreed to serve a second year. (2)
- The election is scheduled for spring.
- The NSC functions concurrently with the PTA.
- Our student body is too small.
- They were selected by the principal.
- Community members volunteered.

Question 2 - Were parents, guardians, and community members elected by parents and guardians of students attending the school at a public meeting held for such purpose? (NO = 30)

- No election was held. (9)
- There is a lack of interest; participation. (6)
- Members volunteered. (5)
- No explanation given. (3)
- All of our students are adults and serve instead of parents. (2)
- Elected representatives agreed to serve a second year.
- Elections are announced and interested parties make their choices on a specified election day.
- The NSC functions concurrently with the PTA.
- Election was by secret ballot.
- Members were selected by the principal.

D. Operation of the NSC.

The responses to the questions relating to the operation of the NSC were similar for elementary and secondary schools. Tables 4 and 4a, respectively, show the responses to eight such questions. Between seventy and eighty percent of the schools reported that minutes of each NSC meeting were recorded and provided to the principal or officer in charge. Less than half of the schools stated that the minutes were posted in a public place.

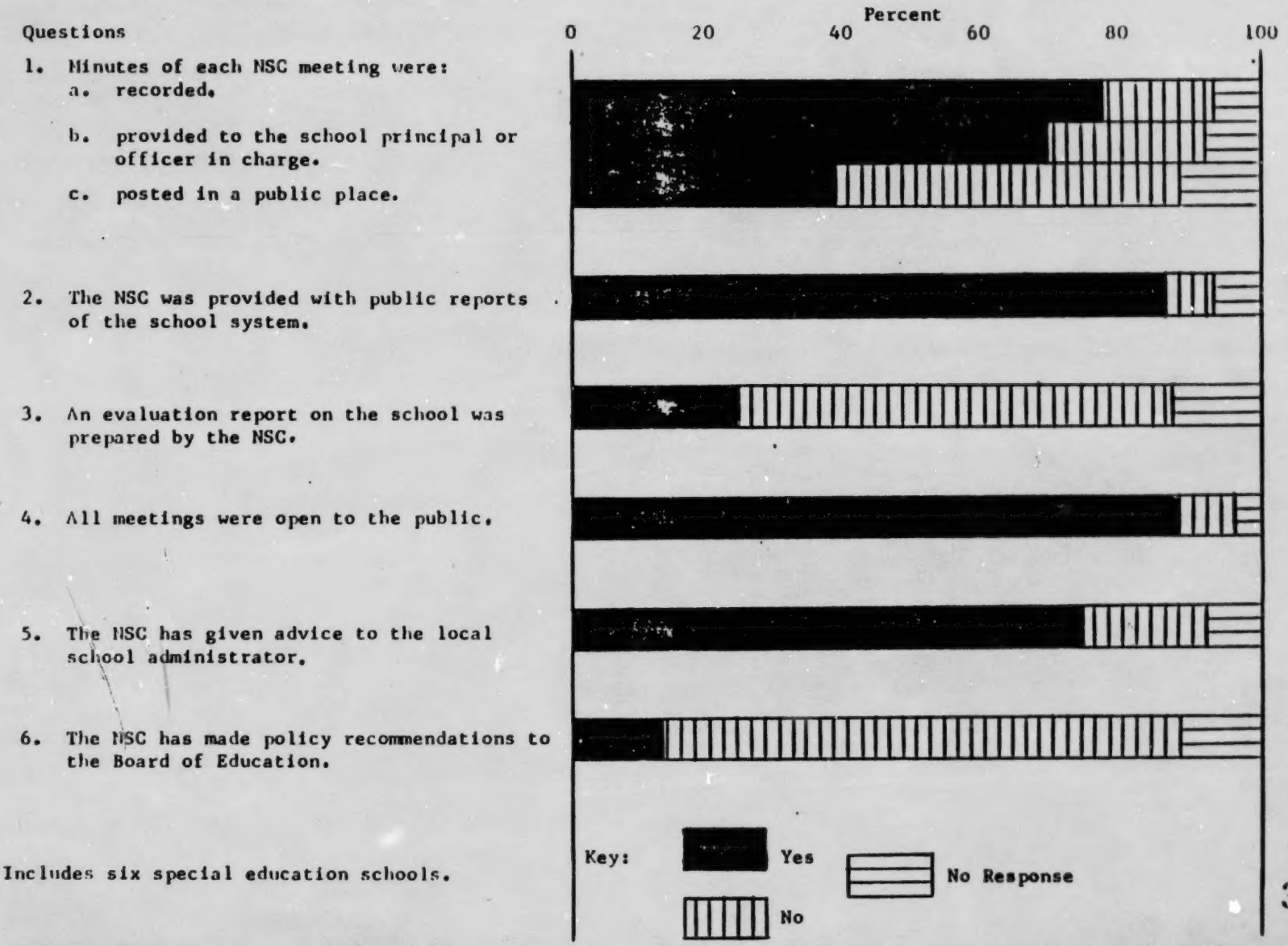
TABLE 4
OPERATION OF NEIGHBORHOOD SCHOOL COUNCILS FOR ELEMENTARY SCHOOLS REPORTING ESTABLISHMENT OF A NSC (N=113)1/

Questions	Yes		No		No Response	
	#	%	#	%	#	%
1. Minutes of each NSC meeting were--						
a. Recorded.	87	77%	18	16%	8	7%
b. Provided to the school principal or officer in charge.	80	71%	22	20%	11	10%
c. Posted in a public place.	43	38%	56	50%	14	12%
2. The NSC was provided with public reports of the school system.	97	86%	8	7%	8	7%
3. An evaluation report on the school was prepared by the NSC.	27	24%	71	63%	15	13%
4. All meetings were open to the public.	99	88%	9	8%	5	4%
5. The NSC has given advice to the local school administrator.	83	74%	20	18%	10	9%
6. The NSC has made policy recommendations to the Board of Education.	15	13%	85	75%	13	12%

1/ Includes six Special Education Schools.

Figure 4

Operation of Neighborhood School Councils for Elementary Schools
Reporting Establishment of a NSC (N=113) 1/


Questions
Percent
0
20
40
60
80
100
1. Minutes of each NSC meeting were:
a. recorded.
b. provided to the school principal or officer in charge.
c. posted in a public place.
2. The NSC was provided with public reports of the school system.
3. An evaluation report on the school was prepared by the NSC.
4. All meetings were open to the public.
5. The NSC has given advice to the local school administrator.
6. The NSC has made policy recommendations to the Board of Education.
Key:
Yes
No
No Response

1/ Includes six special education schools.

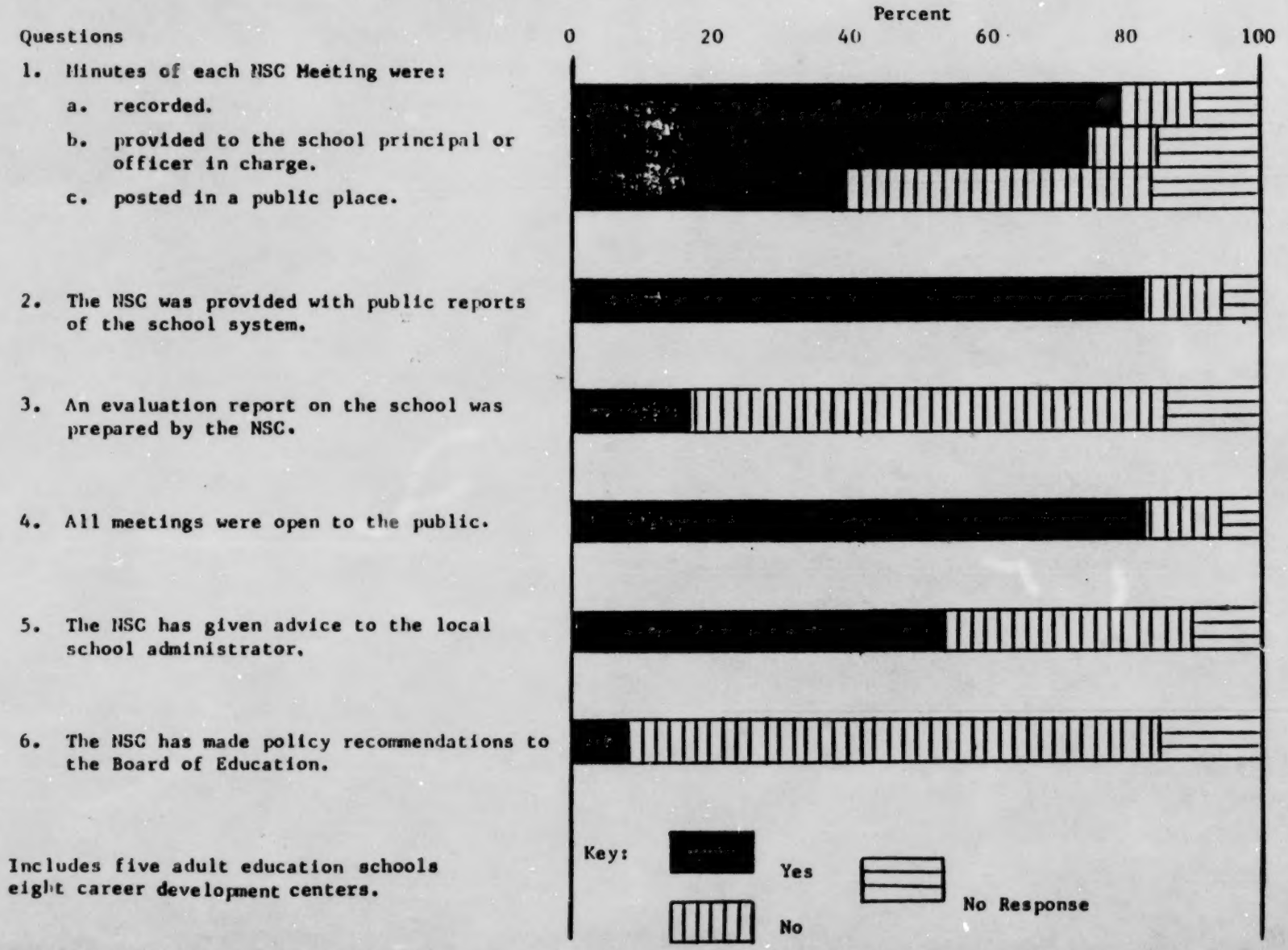
TABLE 4a
OPERATION OF NEIGHBORHOOD SCHOOL COUNCILS FOR SECONDARY SCHOOLS REPORTING ESTABLISHMENT OF A NSC (N=48)[1/]

Questions	Yes		No		No Response	
	#	%	#	%	#	%
1. Minutes of each NSC meeting were --						
a. Recorded.	38	79%	5	10%	5	10%
b. Provided to the school principal or officer in charge.	36	75%	5	10%	7	15%
c. Posted in a public place.	19	40%	21	44%	8	17%
2. The NSC was provided with public reports of the school system.	40	83%	5	10%	3	6%
3. An evaluation report on the school was prepared by the NSC.	8	17%	33	69%	7	15%
4. All meetings were open to the public.	40	83%	5	10%	3	6%
5. The NSC has given advice to the local school administrator.	26	54%	17	35%	5	10%
6. The NSC has made policy recommendations to the Board of Education.	4	8%	37	77%	7	15%

1/ Includes five Adult Education Schools and eight Career Development Centers.

Figure 4a

Operation of Neighborhood School Councils for Secondary Schools
Reporting Establishment of a NSC (N=48)[1/]


Questions
Percent
0
20
40
60
80
100
1. Minutes of each NSC Meeting were:
a. recorded.
b. provided to the school principal or officer in charge.
c. posted in a public place.
2. The NSC was provided with public reports of the school system.
3. An evaluation report on the school was prepared by the NSC.
4. All meetings were open to the public.
5. The NSC has given advice to the local school administrator.
6. The NSC has made policy recommendations to the Board of Education.
Key:
Yes
No
No Response

1/ Includes five adult education schools eight career development centers.

More than eighty percent stated that the NSC was provided with public reports of the school system and that all NSC meetings were open to the public. Less than one-fourth of the schools reporting said that the NSC prepared an evaluation report on the school. Three-fourths of the elementary school and one-half of the secondary schools stated that the NSC has given advice to the local school administrators. Only thirteen and eight percent, respectively, stated that the NSC has made policy recommendations to the Board of Education.

Comments and explanations relative to the last three items (Nos. 4, 5, and 6) in Table 4 and 4a follow:

Question 4 - Were all NSC meetings open to the public? (NO = 14)

- No explanation given. (3)
- Meetings were called for NSC members only. (2)
- There have been no meetings. (2)
- The NSC decided to operate as a closed unit when it was established.
- Meetings have been held at 5:30 p.m. to accommodate our adult students from morning, afternoon, and evening classes.
- Council members did not publicize meeting dates.
- Most NSC meetings were held in conjunction with the PTA Executive Board meetings.
- This was done last year, but not this year.
- The NSC is not functioning.
- Members met in homes.

Question 5 - Has the NSC given advice to the local school administrator? If yes, please describe. (YES = 109)

The advice given to local school administrators covered a variety of matters pertaining to efficient school operation. The descriptions of the advice given by those responding covered topics in the following alphabetical listing:

Attendance problems
Budget matters
Community programs
Consumer information
Declining enrollment
Drugs and alcohol
Fund raising
Instructional program
Local school policy
Lunch program
Mini-courses
Needs assessment
Personnel matters
Pre-Kindergarten
Promotion
Parent-Teacher Association
Reallocation of resources
Recreation
Religion
Repairs
Safety and security
Scheduling
Speakers
Student attire
Student motivation
Teaching positions
Utilization of resources
Volunteer programs

Question 6 - Has the NSC made policy recommendations to the Board of Education? If yes, please describe. (YES = 19)

Only nineteen schools (15 elementary and 4 secondary) indicated that their NSC had made policy recommendations to the Board. The recommendations were in the following areas:

- Clarification, participation, and involvement of NSCs. (5)
- Building and grounds. (4)
- The budget. (3)
- Physical education.
- School needs.
- Teacher selection.
- Selection of assistant principals.
- Repairs.
- Health aides.
- Pre-Kindergarten.

E. Frequency of Meetings.

Schools indicated a great range in the number of NSC meetings held. For the school year the number of meetings ranged from zero to twelve. The frequency of meetings for the schools responding are shown in Tables 5 and 5a for elementary and secondary schools, respectively. On the average the NSC met between three and four times for the year with, on the average, two meetings being held each semester.

TABLE 5
FREQUENCY OF MEETINGS OF NEIGHBORHOOD SCHOOL COUNCILS IN ELEMENTARY SCHOOLS (N=113)[1/]

Questions	NR	Number of Times NSC Met 0	1	2	3	4	5	6	7	8	9	10	Mean No. Times Met
1. How many times has the NSC met during--													
a. The current school year?	6	4	15	24	25	19	2	8	2	2	1	5	3.4
b. The first semester?	7	7	32	45	13	5	3	1	-	-	-	-	1.9
c. The second semester?	5	24	43	24	9	4	2	1	1	-	-	-	1.5

1/ Includes six Special Education Schools.

Note: NR means "no response."

TABLE 5a
FREQUENCY OF MEETINGS OF NEIGHBORHOOD SCHOOL COUNCILS IN SECONDARY SCHOOLS (N=48)[1/]

Questions	NR	Number of Times NSC Met 0	1	2	3	4	5	6	7	8	9	10	12	Mean No. Times Met
1. How many times has the NSC met during--														
a. The current school year?	2	4	2	8	10	11	5	2	-	2	1	-	1	3.6
b. The first semester?	2	6	11	19	3	2	4	1	-	-	-	-	-	2.0
c. The second semester?	2	6	17	13	6	3	-	1	-	-	-	-	-	1.7

1/ Includes five Adult Education Schools and eight Career Development Centers.

Note: NR means "no response."

F. Summary.

One hundred eighty-two schools (94%) responded to the Neighborhood School Council Assessment Form. Of those responding one hundred sixty-one (89%) indicated that a NSC was established.

The two main reasons given for not establishing a NSC were: 1) the community felt that the PTA was sufficient to carry out the functions designated for the NSC; and 2) there was a lack of interest and participation on the part of teachers, parents, and community. The lack of teacher participation was mainly due to the fact that the Washington Teachers' Union did not endorse, or advised against, teachers' participation.

The data indicated that many of the established NSCs failed to adhere to the guidelines set forth in the Board of Education Rules. There were breakdowns in membership requirements, operating procedures, and in the frequency of meetings for the reasons previously stated in each of the corresponding sections.

Overall comments given by respondents also help to summarize the NSC data. The overall comments which follow have been listed under positive (those which tend to be supportive or point out strengths of the NSC) and negative (those which tend not be supportive or which point out weaknesses) groupings.

(Positive Comments - each cited only once)

- The Neighborhood School Council has been instrumental in getting funding from the Board of Education to improve the school playground.
- The NSC has enjoyed working with the school for two years and is sponsoring an evening school program with the help of the principal.
- In addition to the regularly scheduled meetings the NSC was involved in numerous ad hoc meetings dealing with specific problems and with active parental involvement and good school leadership has been instrumental in solving the problems.
- It is strongly recommended that guidelines be changed to provide for elections at the end of the school year.

(Negative Comments - some were cited more than once as indicated by the number in parenthesis)

- It has been extremely difficult to get active participation, attendance, and interest in the NSC. (6)
- The membership of the NSC consist basically of the same officers in the PTA. (6)

- The feelings are that the NSC is an unnecessary group because the PTA performs the same functions and one group is enough. (6)

- Some members have been unable to serve and the NSC has not been able to function efficiently. (3)

- The NSC has not been an active organization this school year. (3)

- Parents show more interest in the PTA. (2)

- Information received by the school principal was that teacher personnel was not to participate in NSC activities.

- The community determined that the PTA and the Neighborhood School Council would function concurrently.

- The difficult procedure for notifications, nominations, meetings, and elections make organization impossible.

- The need for and the effectiveness of the NSC is questionable due to the lack of interest and attendance.

- The NSC is not a fully accepted group among our parent constituents. The more active participation was when school personnel personally contacted people to get a slate together. Those who accepted did so with reservations. When election time came no one showed up to vote.

III. RESULTS OF THE SURVEY OF ORGANIZED SCHOOL/COMMUNITY GROUPS

The instrument "Survey of Organized School/Community Groups" was designed to gather data on existing organizations of the District of Columbia Public Schools in order to assess the impact of the organizations on the school and its instructional programs. Four specific organizations were listed -- the Neighborhood School Council (NSC), the Parent-Teacher Association (PTA), the Home and School Association (HSA), and the Local School Board (LSB). Space was provided for other organizations to be listed by the school. Five basic questions were asked about the organizations with provisions for explanations for the last three questions. A copy of the instrument is in Appendix B.

A. Frequency of Meetings.

A total of 176 schools responded to the survey. This included 118 regular elementary schools, 40 regular secondary schools, 7 Special Education Schools, 8 Career Development Centers and 3 Adult Education Schools.

Table 6 shows the number of times each organized group met for those schools responding to question number one on the survey "How many times has this group met from September 1979 through April 1980?" The responses indicated a wide array of meeting times. On the average the NSCs met three times in the elementary schools and three to four times in the secondary schools during the seven-month span. The PTA/HSA [1/] averaged three to four meetings in the elementary schools and three in the secondary schools during the same time period. According to the responses only eight elementary and six secondary schools have local boards, which according to the responses met seldom, if at all, from September through April.

B. Number of Persons Attending Meetings.

Question number two on the survey instrument asked schools to indicate the number of persons usually in attendance at the meetings of the various groups. The frequency of numbers of persons are shown in Table 7. Due to the vast differences in the total number of persons in attendance and the fact that many schools gave a range in numbers instead of one figure no averaging was attempted. For both elementary and secondary schools the meetings with the greater number of people in attendance were the PTA meetings. There were a few meetings indicated with no persons in attendance.

C. The Groups' Effect on the Educational Program.

The schools were asked first of all, whether or not the group has improved the educational program in the school. Secondly, they were asked to explain their response.

GROUP 1. Neighborhood School Council. Slightly more than half of the elementary and secondary school responses were "Yes," the NSC has improved the educational program. (See Table 8). The explanations given for the positive responses are categorized below.

1/ A school has a school group called either a Parent-Teacher Association or a Home and School Association, but not both.

TABLE 6
THE NUMBER OF TIMES ORGANIZED SCHOOL/COMMUNITY GROUPS
HAVE MET DURING THE PERIOD SEPTEMBER 1979 THROUGH APRIL 1980

Organized Groups	Number of Responses	Number of Times Group Has Met								Mean Number of Meetings
		0	1-2	3-4	5-6	7-8	9-10	11-12	13-14	
Elementary Schools N=125 1/										
Neighborhood School Council	113	13	43	38	10	5	4	-	-	2.9
Parent-Teacher Association	111	1	14	83	3	5	3	2	-	3.8
Home and School Association	14	4	2	2	1	4	1	-	-	4.0
Local School Board	8	6	-	1	-	-	-	-	1	-
Others:										
Title I Groups	7	-	-	4	1	2	-	-	-	-
Special Parent Groups	4	-	-	-	2	-	2	-	-	-
Special Community Groups	5	1	-	1	-	2	1	-	-	-
Special Committees	5	-	-	-	3	1	1	-	-	-
Secondary Schools N=51 2/										
Neighborhood School Council	46	4	11	20	7	2	1	1	-	3.5
Parent-Teacher Association	29	-	4	22	3	-	-	-	-	3.3
Home and School Association	16	2	1	12	-	-	1	-	-	3.2
Local School Board	6	3	2	1	-	-	-	-	-	-
Others: 3/										
Title I Groups	1	-	-	-	-	1	-	-	-	-
Special Parent Groups	2	-	1	-	-	-	1	-	-	-
Special Community Groups	1	-	-	1	-	-	-	-	-	-
Special Committees	-	-	-	-	-	-	-	-	-	-

1/ Includes 7 Special Education Schools.

2/ Includes 8 Career Development Centers and 3 Adult Education Schools.

3/ For specific names and acronyms given see Appendix C.

TABLE 7
NUMBER OF PERSONS USUALLY IN ATTENDANCE
AT THE MEETINGS OF THE VARIOUS ORGANIZED GROUPS

Organized Groups	Number of Responses	Number of People Usually In Attendance at Meetings								Over 500
		0	1-5	6-10	11-20	21-50	51-100	101-300	301-500	
Elementary Schools N=125[1/]										
Neighborhood School Council	108	4	30	54	10	5	4	1	-	-
Parent-Teacher Association	110	1	1	2	5	36	28	33	3	1
Home and School Association	12	3	-	3	2	-	2	2	-	-
Local School Board	7	3	1	3	-	-	-	-	-	-
Others:										
Title I Groups	8	-	1	1	5	1	-	-	-	-
Special Parent Groups	3	-	-	1	1	1	-	-	-	-
Special Community Groups	4	-	-	2	2	-	-	-	-	-
Special Committees	6	-	-	4	1	1	-	-	-	-
Secondary Schools N=51[2/]										
Neighborhood School Council	43	2	11	16	7	5	1	1	-	-
Parent-Teacher Association	29	-	-	1	3	6	8	9	2	-
Home and School Association	16	2	-	-	-	2	2	6	3	1
Local School Board	5	2	1	-	-	-	-	2	-	-
Others:[3/]										
Title I Groups	1	-	-	1	-	-	-	-	-	-
Special Parent Groups	1	-	-	-	1	-	-	-	-	-
Special Community Groups	2	-	-	-	2	-	-	-	-	-
Special Committees	-	-	-	-	-	-	-	-	-	-

1/ Includes 7 Special Education Schools.

2/ Includes 8 Career Development Centers and 3 Adult Education Schools.

3/ For specific names and acronyms given see Appendix C.

TABLE 8

THE EFFECT OF ORGANIZED SCHOOL/COMMUNITY GROUPS ON THE EDUCATIONAL PROGRAM

Organized School/Community Groups	Has this group improved the educational program at this school?		
	Number of Responses	Yes	No
Elementary Schools N=125[1/]			
Neighborhood School Council	99	53	46
Parent-Teacher Association	102	75	27
Home and School Association	11	8	3
Local School Board	5	4	1
Others:			
Title I Groups	7	7	-
Special Parent Groups	4	4	-
Special Community Groups	4	4	-
Special Committies	4	3	1
Secondary Schools N=51[2/]			
Neighborhood School Council	41	24	17
Parent-Teacher Association	27	21	6
Home and School Association	17	10	7
Local School Board	4	1	3
Others:[3/]			
Title I Groups	2	2	-
Special Parent Groups	1	1	-
Special Community Groups	-	-	-
Special Committies	-	-	-

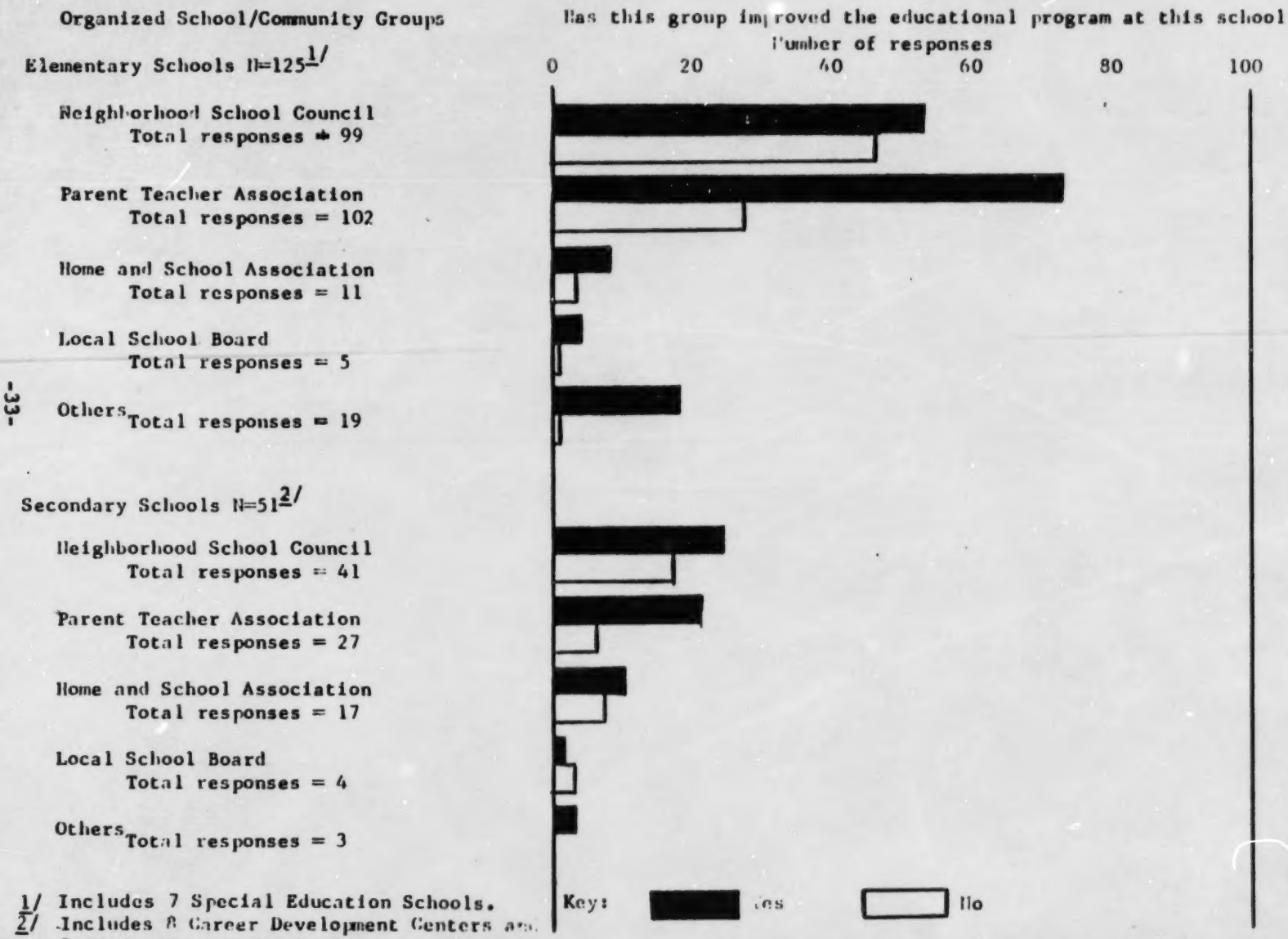
1/ Includes 7 Special Education Schools.

2/ Includes 8 Career Development Centers and 3 Adult Education Schools.

3/ For specific names and acronyms given see Appendix C.

Figure 5

The Effect of Organized School/Community Groups on the Educational Program



1/ Includes 7 Special Education Schools.

2/ Includes 8 Career Development Centers and 3 Adult Education Schools.

The number in parenthesis indicates the number of schools represented by a particular response. Some schools gave more than one explanation, some no explanation.

- The NSC provided financial support, volunteer services, advice, and/or suggestions for solutions to problems and concerns of the school. (27)
- The NSC provided an effective channel of communication between the school, community, and the administration. (17)
- The NSC assisted in the development of priorities, goals, and objectives. (11)
- The NSC helped to get repairs made, and to obtain supplies, equipment, and/or facilities needed to enhance the educational program. (8)
- The NSC helped to obtain needed personnel. (5)
- NSC's impact on the school's educational program is difficult to gauge. (4)
- NSC involved parents in the educational program in a meaningful way. (2)
- The NSC has not been as active this year.

A little less than half of the responses were "No," the NSC has not improved the educational program in the school. Explanations given are as follows:

- The NSC has not had an impact because of the lack of interest and participation on the part of the membership. (19)
- The NSC receives information about the school programs, problems, and concerns, and discusses them with the administration but this has not improved the educational program. (11)
- The NSC overlaps with the PTA. (5)
- NSC has chosen to leave the educational program up to the school. (3)
- Parents prefer active membership in the PTA. (3)
- The NSC is too young a group.
- The NSC has supported PTA and neighborhood concerns.

GROUP 2. Parent-Teacher Association. Approximately three-fourths of the responses were "Yes," the PTA has improved the educational program. (Table 8). Explanations given were in the following categories:

- The PTA has provided financial assistance and volunteer services essential to the improvement of the educational program. (42)
- The PTA has provided an effective channel of communication between school, community, administration, parents, and teachers. (16)
- The PTA helped in the establishment of school policies, goals, and objectives that enhanced educational programs. (5)
- The PTA helped to get parents involved in the educational program in a meaningful way. (4)
- The PTA helped to obtain needed materials, equipment and supplies. (3)
- The impact of the PTA on the educational program is difficult to gauge. (3)
- The PTA helped with personnel matters/resources. (3)
- The PTA helped to raise community awareness, interest and participation. (3)
- The PTA works closely with the NSC.

Approximately one-quarter of the responses were "No," the PTA has not improved the educational program at the school. Explanations were as follows:

- The PTA is not very active at this school. (9)
- There is no evidence that the PTA has improved the educational program. (5)
- We do not have enough concerned parents. Parents are only interested in students' grades. (4)
- The PTA's concern is raising money to support the safety patrols, student council and the like. (2)
- The PTA has chosen to leave program improvement up to the school. (2)
- There is dissention among the ranks of the PTA. (2)
- The PTA has listened and provided some input. (2)
- The PTA overlaps with the NSC.

GROUP 3. Home and School Association. Only twenty-eight schools (elementary and secondary) gave a response. Of that number eighteen responded "Yes," the HSA has improved the educational program at this school. The explanations given were:

- The HSA provided financial assistance, volunteer services, and recommendations. (11)
- The HSA fostered communication between the school and community. (4)
- The HSA encouraged parents to give input into the educational program. (2)
- The HSA helped to reduce absenteeism. (2)
- The HSA assisted the administration and staff in planning.
- The HSA encouraged students to participate in the academic programs.

Ten of the responses were "No," the HSA has not improved the educational program. Only five were explained.

- The HSA is not active. (3)
- The HSA provides little input into the educational programs. (2)

GROUP 4. Local School Board. Only nine schools gave responses of which five said "Yes," the LSB has improved the educational program. Only three explanations were offered.

- The LSB provides limited volunteer services.
- The LSB serves as in an advisory and supportive capacity with great concern for the educational program.
- The LSB helps in obtaining outside resources and meeting other school needs.

Four responses were "No," the LSB has not improved the educational program. No explanations were given.

GROUP 5. Others Named. Other groups were categorized at Title I, Special Parent, Special Community, and Special Committee Groups as shown in Table 8. Schools identified specific groups which fall into these four categories by a variety of names an acronyms(see Appendix C for the listing).

Responses for the other groups were "Yes" they improved the educational program, except for one "No." The groups improved the educational program by:

- Providing financial assistance, volunteer services, workshops, cultural and recreational activities, advice and recommendations. (12)
- Helping with planning, writing proposals, and monitoring progress. (6)

. Helping to secure resource personnel.

. Helping to improve safety and security.

For the one "No" response it was stated that the group has not as yet submitted recommendations.

D. Opportunity for Involvement of Local Community in Decision-making.

Table 9 shows the responses indicating whether the organized groups provided opportunities for involvement in local school decision-making. Explanations were given in most instances for positive and negative responses.

GROUP 1. Neighborhood School Council. The majority of the responses for both elementary and secondary schools indicated that the NSC has provided the opportunity for involvement in decision-making. Explanations given were as follows:

. All meeting are open to the public for discussions and input by the community. (33)

. The school community has made suggestions for staffing, budget allocations, program offerings, school policy and building maintenance. (24)

. Although opportunity has been provided, there has been little involvement in decision-making by the community. (4)

. Questionnaires and surveys were used to solicit community opinions. (3)

. The NSC acted in an advisory capacity to the local school board.

. The NSC was involved in preparing the school action plan.

. The NSC involves itself with all community matters; traffic patterns, zoning, licensing of business establishments, etc.

. The NSC planned, developed and made the decision for a community awareness proposal.

An explanation was not given for all of the negative responses. Those that were given are:

. Lack of participation in the NSC rendered it ineffective. (11)

. Very little opportunity has been provided. (2)

GROUP 2. Parent-Teacher Association. About three-fourths of the elementary school responses and over one-half of the secondary school responses were that the PTA provided an opportunity for the school community to be involved in decision-making at the local school. Explanations regarding the provision of opportunities were not given for each response but those given are listed.

TABLE 9
OPPORTUNITIES PROVIDED BY ORGANIZED SCHOOL/COMMUNITY GROUPS FOR INVOLVEMENT IN DECISION-MAKING

Organized School/Community Groups	Has this group provided an opportunity for the school community to be involved in decision-making at the local school?		
	Number of Responses	Yes	No
Elementary Schools N=125[1/]			
Neighborhood School Council	105	73	32
Parent-Teacher Association	106	88	18
Home and School Association	10	6	4
Local School Board	4	3	1
Others:			
Title I Groups	7	7	-
Special Parent Groups	1	1	-
Special Community Groups	6	5	1
Special Committies	2	1	1
Secondary Schools N=51[2/]			
Neighborhood School Council	40	28	12
Parent-Teacher Association	29	16	13
Home and School Association	11	10	1
Local School Board	2	1	1
Others:[3/]			
Title I Groups	2	2	-
Special Parent Groups	1	1	-
Special Community Groups	1	1	-
Special Committies	-	-	-

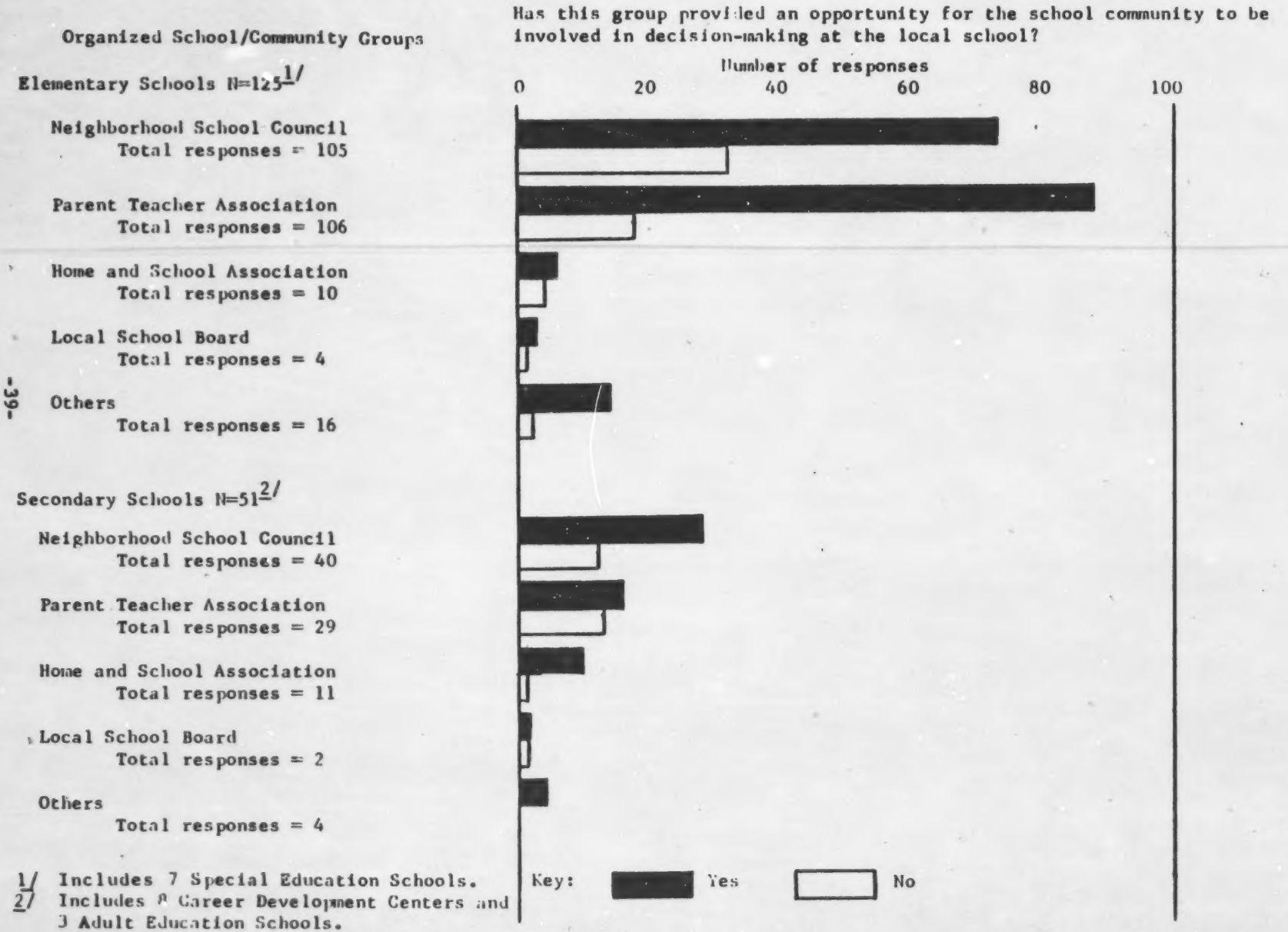
1/ Includes 7 Special Education Schools.

2/ Includes 8 Career Development Centers and 3 Adult Education Schools.

3/ For specific names and acronyms given see Appendix C.

Figure 6

Opportunities Provided by Organized School/Community Groups for Involvement in Decision-Making



1/ Includes 7 Special Education Schools.
2/ Includes 8 Career Development Centers and 3 Adult Education Schools.

- The PTA holds meetings to discuss issues involving school operation and programs and to solicit community input. (34)

- The PTA solicited input on the distribution of funds raised. (7)

- The PTA sent out surveys to get community opinions on various issues. (5)

Explanations were not provided for all of the negative responses either, those that were given were of the following nature:

- The PTA is not active. (4)

- This group does not have an impact on the community at large. (3)

- There is a lack of participation in meetings. (2)

- The PTA officers work and thus have limited time for meetings.

GROUP 3. Home and School Association. Ten elementary schools and eleven secondary schools gave responses concerning this group providing the opportunity for the school community to be involved in decision-making at the school. Six of the elementary schools and ten of the secondary schools stated that the opportunity was provided.

- The HSA encourages input into all areas requiring decisions, i.e., resources, assessment, etc. (4)

- The HSA is involved in all community matters, i.e., traffic patterns, zoning, licensing of businesses, etc.

- The HSA shares concerns and provides recommendations to the principal.

The only explanation provided for a negative response was that there was a lack of interest.

GROUP 4. Local School Board. Six schools gave responses about this group. Four responses were "Yes" and two were "No" in regards to the LSB providing an opportunity for involvement of the local school community in decision-making.

The only explanations (3) were for the positive responses. They all alluded to the fact that board meetings were open to the public at which time topics discussed included the budget, fund raising, and other special reports.

GROUP 5. Others Named. Twenty responses were given in relation to organized school/community groups other than the ones listed in 1-4 above. See Table 9 for the categories into which other groups fall and Appendix C for specific names and acronyms given to other groups.

Of the twenty responses eighteen were "Yes" the groups provided an opportunity for involvement of the local school community in decision-making at the local school. It was stated that the groups held meetings to discuss and address specific problems and concerns and parents and community were involved. No explanations were given for the two negative responses.

E. Improvement of Communication between School and Community.

The last question asked on the survey was if the organized school group has improved communication between the school and the community. This data is displayed in Table 10 and discussed briefly below.

GROUP 1. Neighborhood School Council. The majority of the schools felt that the NSC has improved the communication between school and community. The responses were very similar to the responses pertaining to the opportunity for involvement question. Most of the explanations were the same as those given for the previous questions. Three statements that were somewhat different were: (the number in parenthesis indicates the number of times a particular explanation was cited).

- The NSC serves as a liaison between the school and the community. (7)
- This group is the most effective body to communicate the school's goals and needs. (3)
- The NSC has brought more parents into the school.

The explanations for the negative responses were also a repeat of those previously given with "not very effective due to lack of interest" being cited most often.

GROUP 2. Parent-Teacher Association. Over eight percent of the responses indicated that the PTA has improved the communication between the school and community. Again as with the NSC, the explanations for the most part were repetitious of those stated earlier. A few slightly different were:

- The PTA offered a vehicle for communicating directly with parents. (25)
- Through the PTA a more positive image is being transmitted to the community.
- Attendance is greater at PTA meetings.

Explanations of negative responses were very few and similar to those already given. One explanation, however, given by two schools stated that the focus of the PTA has not been in the direction of improving communication.

GROUP 3. Home and School Association. Responses were positive about the HSA improving communication between school and community. Very few explanations were offered. Those offered were repeats of the ones stated previously for the positive and negative responses.

GROUP 4. Local School Board. Only five schools gave a response to the LSB improving communication. Three of the responses were that the LSB improved the communication between school and community while two responses were just the opposite. No explanations were offered.

TABLE 10
IMPROVEMENT IN COMMUNICATION PROVIDED
BY ORGANIZED SCHOOL/COMMUNITY GROUPS

Organized School/Community Groups	Has this group improved the communication between school and community?		
	Number of Responses	Yes	No
Elementary Schools N=125 1/			
Neighborhood School Council	103	71	32
Parent-Teacher Association	100	86	14
Home and School Association	10	7	3
Local School Board	3	2	1
Others:			
Title I Groups	6	5	1
Special Parent Groups	1	1	-
Special Community Groups	7	4	3
Special Committies	3	2	1
Secondary Schools N=51 2/			
Neighborhood School Council	36	28	8
Parent-Teacher Association	26	21	5
Home and School Association	10	8	2
Local School Board	2	1	1
Others: 3/			
Title I Groups	2	2	-
Special Parent Groups	1	1	-
Special Community Groups	1	1	-
Special Committies	-	-	-

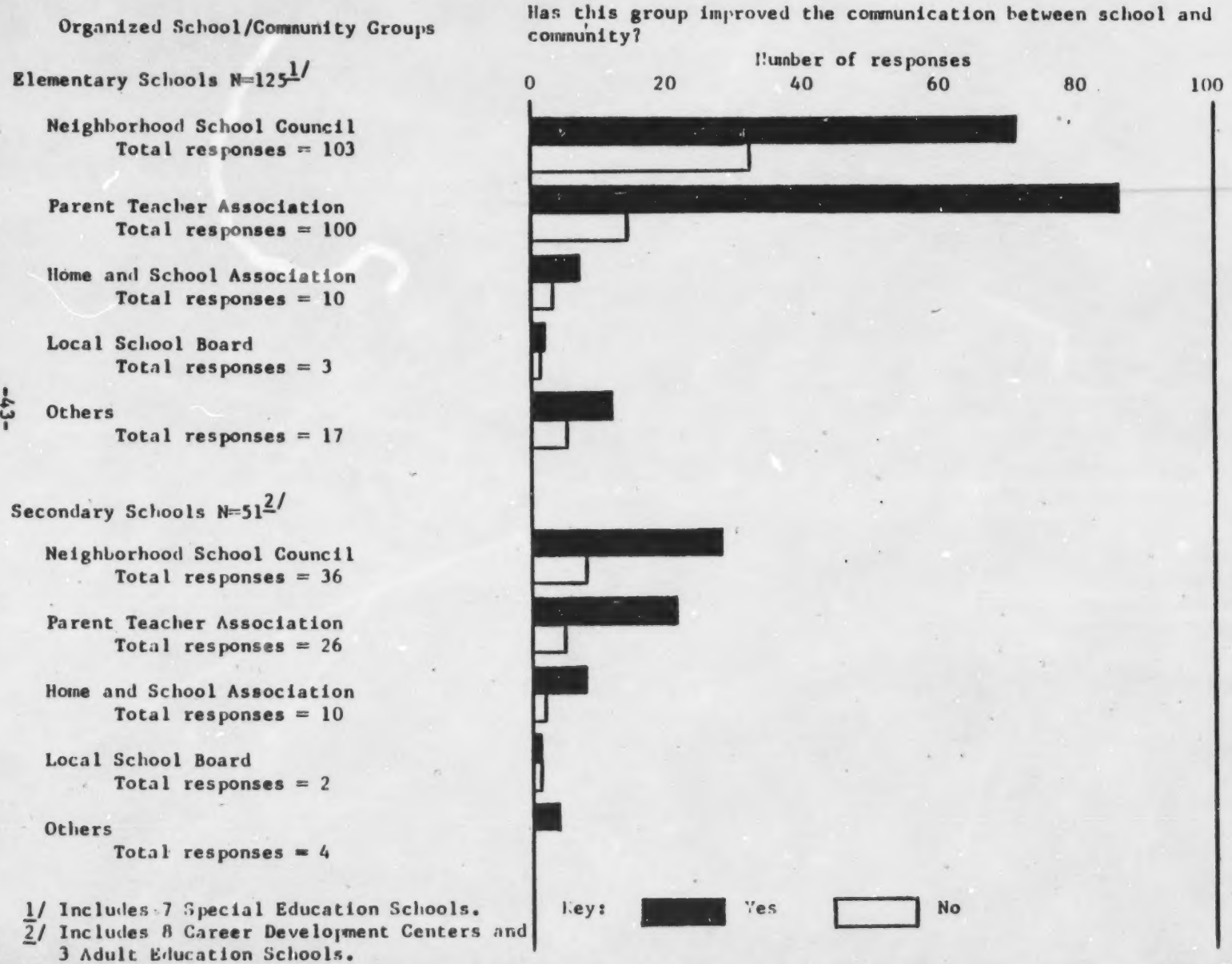
1/ Includes 7 Special Education Schools.

2/ Includes 8 Career Development Centers and 3 Adult Education Schools.

3/ For specific names and acronyms given see Appendix C.

Figure 7

Improvement in Communication Provided by Organized School/Community Groups



1/ Includes 7 Special Education Schools.
2/ Includes 8 Career Development Centers and 3 Adult Education Schools.

GROUP 5. Others Named. Twenty-one responses were given in reference to other groups. Sixteen of the responses indicated that these groups improved communication between school and community. Five responses were negative. Two explanations given for the negative responses were that (1) this was not the purpose of the group and (2) emphasis was not placed in this area.

F. Summary.

One hundred seventy-six schools responded to the survey of organized school/community groups. The survey instrument consisted of five questions in relation to four specified school groups and others could be written in. Not all schools responded to each question, nor did all schools make a response in reference to all groups.

All groups that responded had met three to four times between the period September 1979 through April 1980. Attendance at any one group meeting varied greatly. The PTA group (with 20 to 300 most frequently in attendance) appeared to have more people in attendance than any other group at any given time.

More schools indicated that the groups (with the exception of the Local School Board) had improved the educational program than indicated that the groups had not improved the educational program. The improvements were provided for the most part through financial support and volunteer services. The main explanations for a group not having improved the educational program were the lack of interest and participation and the inactivity of the group.

The majority of the responses were that the groups provided an opportunity for involvement of the local school community in decision-making and improved communication between school and community. This was mainly due to the fact that meetings were open and community input was solicited.

Again, the main reasons given for not providing an opportunity for involvement and/or improving communication were the lack of interest and participation and the inactivity of the groups.

APPENDIX A

NEIGHBORHOOD SCHOOL COUNCIL IMPLEMENTATION ASSESSMENT INSTRUMENT

Name of School _____ Region ____

This assessment form includes the period of time from September 1979 (Month, Year) through April 1980 (Month, Year).

(Please Check one column)

	Yes	No
1. A Neighborhood School Council (hereafter NSC) has been established	___	___
If "no", explain why not:		
2. The membership of the NSC includes: (a) School principal or school officer in charge of school.....	___	___
If "no", explain why not:		
(b) An elected representative of the school instructional and support staff	___	___
If "no", explain why not:		
(c) A representative of the student body at the secondary level elected by the students	___	___
If "no", explain why not:		
(d) Six (6) parents or guardians of students attending the school	___	___
If "no", explain why not:		
(e) Two (2) members of the community who are not parents or guardians of students attending the school	___	___
If "no", explain why not:		
3. The membership term of members of the NSC is one year.	___	___
If "no", explain why not:		
4. The school staff representative was elected at the beginning of the second semester of the school year	___	___
If "no", explain why not:		
5. The student body representative at the secondary level was elected at the beginning of the second semester of the school year	___	___
If "no", explain why not:		
6. The following were elected at the beginning of the second semester of the school year: (a) Parents and Guardians	___	___
(b) Community members	___	___
(If (a) or (b) above is "no", explain why not:		

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(Please check one column)

	Yes	No
7. Parents, guardians, and community members were elected by parents and guardians of students attending the school, at a public meeting held for such purpose	___	___
If "no", explain why not:		
8. The NSC elected from among its members:		
(a) A chairperson	___	___
(b) A secretary	___	___
9. Minutes of each of the NSC meetings:		
(a) Were recorded	___	___
(b) Were provided to the school principal or officer in charge	___	___
(c) Were posted in a public place	___	___
10. The NSC was provided with public reports of the school system	___	___
11. An evaluation report on this school was prepared by the NSC	___	___
12. All meetings of the NSC were open to the public	___	___
If "no", please explain:		

13. (a) During the current school year the NSC met _____ times (number)

(b) During the first semester the NSC met _____ times (number)

(c) During the second semester the NSC met _____ times (number)

14. The NSC has given advice to the local school administrator	___	___
If "yes", please describe:		
15. The NSC has made policy recommendations to the Board of Education ...	___	___
If "yes", please describe:		

16. Comments:

ABOVE COMPLETED BY:

_____
(Signature)

_____
(Title)

_____
(Date)

APPENDIX B

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

SURVEY OF ORGANIZED SCHOOL/COMMUNITY GROUPS

Please indicate level of schools: Elementary: ____ Junior High ____ Senior High ____ (No name is requested)

For each of the organized school-community groups in your school, please respond to each question.

Questions	Neighborhood School Council	Parent-Teacher Association	Home and School Association	Local School Board	_____ (Other - Specify)
1. How many times has this group met from September 1979 through April 1980?	___	___	___	___	___
2. How many persons usually attend the meetings of this group?	___	___	___	___	___
3. Has this group improved the educational program at this school?	Yes ___ No ___ Please explain:	Yes ___ No ___ Please explain:	Yes ___ No ___ Please explain:	Yes ___ No ___ Please explain:	Yes ___ No ___ Please explain:

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Questions	Neighborhood School Council	Parent-Teacher Association	Home and School Association	Local School Board	(Other - Specify)
4. Has this group provided an opportunity for involvement of the local school community in decision-making at the local school?	Yes ___ No ___ Please explain:	Yes ___ No ___ Please explain:	Yes ___ No ___ Please explain:	Yes ___ No ___ Please explain:	Yes ___ No ___ Please explain:
5 Has this group improved communication between school and community?	Yes ___ No ___ Please explain:	Yes ___ No ___ Please explain:	Yes ___ No ___ Please explain:	Yes ___ No ___ Please explain:	Yes ___ No ___ Please explain:

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APPENDIX C

Other Organized School Community Groups Listing

Under the "Other" organized school/community groups category, the schools responded with a variety of names and acronyms. The groups listed were:

Community Advisory Council
Community School Advisory Council
Community School Group
Educational Committee
Living Stage
PAC (Parent Advisory Chapter, Parent Advisory Committee)
Parent Caucus
Parent Chorus Group
Parent Partners
Parent Policy Committee
Parent Volunteers
SCAC (School Community Advisory Council)
School Advisory Council
School Safety Committee
SNAP (Stimulating Neighborhood Action Process)